



PE – Year 1 – Autumn 1 – Gymnastics - MTP

National Curriculum	Week	NC - Coverage	Skills Taught (Teacher) Disciplinary (Why) Procedural (How)	Substantive Knowledge	Activity Outline
<p>Key stage 1</p> <p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.</p> <p>They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of</p>	<p>1</p> <p>Finding and Using Space</p>	<p>Access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.</p> <p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>Pupils should develop fundamental movement skills – running, jumping, hopping, galloping, skipping, leaping</p>	<p>I know how to travel in different ways.</p> <p>I know how to find space by looking around the area.</p>	<p>I know that you can travel in different ways.</p> <p>I know the space means no one is by you.</p>	<p>Moving into spaces in a variety of ways – walking, running, jumping, hopping, galloping, skipping, leaping.</p> <p>Place out equipment with children’s help – carrying equipment safely (holding mat at their side but always walking forwards).</p> <p>Travel over the mats in different ways, continuing to talk about travelling in a space and freezing when told.</p>
	<p>2</p> <p>Body Shapes</p>	<p>Access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.</p> <p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination,</p>	<p>I know how to create a thin shape.</p> <p>I know how to make a wide shape.</p>	<p>I know that I can create shapes using my body.</p> <p>I know that I can make me shapes thin or wide.</p>	<p>Using their bodies to create a variety of shapes – straight/curved shapes, wide/narrow shapes, tall/short shapes – begin to link these into a simple phrase.</p>



<p>increasingly challenging situations.</p>		<p>and begin to apply these in a range of activities</p>			<p>Discuss how their muscles/body feels when they stretch/go loose.</p>
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities Participate in team games, developing simple tactics for attacking and defending. Perform dances using simple movement patterns. 	<p>3 Travelling Over Mats and Hoops</p>	<p>Access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.</p> <p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p>	<p>I know how to travel using my feet.</p> <p>I know how to travel using a range of parts of my body.</p>	<p>I know that traveling means moving in an area.</p> <p>I know I can travel at different levels.</p>	<p>Place out equipment with children's help – carrying equipment safely (holding mat at their side but always walking forwards).</p> <p>Using their travelling movement phrase (from previous lessons), children are to travel over the mats and hoops – think about how the equipment can be incorporated e.g. jumping into the hoop.</p>
	<p>4 Rolls</p>	<p>Access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.</p> <p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p>	<p>I know how to use a mat to stay safe whilst rolling.</p> <p>I know why a mat keeps me safe whilst rolling.</p>	<p>I know that I must have control over my body to complete a safe role.</p>	<p>Revise floor work from previous lessons.</p> <p>Place out, with children's support, mats. Demonstrate different rolls and give children change to practise these rolls.</p>
	<p>5 Travelling with a Partner</p>	<p>Access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.</p>	<p>I know how to travel in different ways.</p> <p>I know how to work with a partner.</p>	<p>I know that traveling means moving in an area.</p> <p>I know I can travel at different levels.</p>	<p>Put the children into pairs – A and B. One child is to create a phrase of gymnastics movements and the other is to copy – swap over. They are to incorporate mats and hoops.</p>



		<p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>Engage in co-operative physical activities, in a range of increasingly challenging situations.</p>	<p>I know why it is important to help my partner.</p>	<p>I know that I must communicate with my partner.</p>	<p>As in previous lessons, children are to place out equipment safely.</p>
	<p>6 Travelling Over Mats and Benches</p>	<p>Access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.</p> <p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>Pupils should develop fundamental movement skills - balance</p>	<p>I know how to travel in different ways.</p> <p>I know how to work with a partner.</p> <p>I know how to keep safe whilst using equipment.</p> <p>I know why it is important to help my partner.</p>	<p>I know that traveling means moving in an area.</p> <p>I know I can travel at different levels.</p> <p>I know that I must communicate with my partner.</p> <p>I know that I must be safe whilst using equipment.</p>	<p>Introduce travelling using different parts of their bodies e.g. lying on their stomach, on their back, crawling on hands and knees.</p> <p>Place out – with children’s support – mats and benches.</p>  <p>Children are to travel over the mats and benches using different levels – rolls may be used when travelling on benches. Introduce a balance at the start and end of the travel using different body patches to show a clear beginning and end.</p>



PE – Year 1 – Autumn 2 – Dance - MTP

National Curriculum	Week	NC - Coverage	Skills Taught (Teacher)	Substantive Factual	Activity Outline
<p>Key stage 1</p> <p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.</p> <p>They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of</p>	<p>1</p> <p>High and Low Levels</p>	<p>Perform dances using simple movement patterns.</p> <p>Access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.</p> <p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p>	<p>I know how change levels in a dance.</p> <p>I know why changing levels can improve a dance sequence.</p>	<p>I know that levels mean how high or low we make our bodies.</p> <p>I know that I can have a low level.</p> <p>I know that I can have a high level.</p>	<p>- Seaside music, introducing high and low levels .e.g. a high level would be stretching up tall, a low level would be crouching down to pick up shells.</p>
	<p>2</p> <p>Partner Work</p>	<p>Perform dances using simple movement patterns.</p> <p>Access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.</p> <p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination,</p>	<p>I know how to vary speed, direction and level within a phase.</p> <p>I know how to create a phrase with high energy</p> <p>I know why I select different speeds, directions, levels and body rotations</p>	<p>I know I must communication with my partner.</p> <p>I know that I need to move my body to explore movement.</p> <p>I know I can move at different levels.</p> <p>I know I can move at different speeds.</p>	<p>Build on the dance, from previous lessons, by introducing a section of the dance with a partner; children are to find a partner and tip-toe down to the beach.</p> <p>Performing their dance to others</p>



<p>increasingly challenging situations.</p>		<p>and begin to apply these in a range of activities</p>			
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities Participate in team games, developing simple tactics for attacking and defending. Perform dances using simple movement patterns. 	<p>3 Phrases</p>	<p>Perform dances using simple movement patterns.</p> <p>Access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.</p> <p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p>	<p>I know how to link moves together.</p> <p>I know how to make move moves fast or slow.</p> <p>I know why some moves do not link well together.</p>	<p>I know that a phrase is a sequence of movements.</p> <p>I know that not all moves link together.</p>	<p>Introduce what a phrase is; a sequence of movements that stream well into each other. E.g. pretending to swim into holding your nose and diving down.</p> <p>Practise a range of phrases together and begin to apply these phrases into the dance.</p>
	<p>4 Group Work</p>	<p>Perform dances using simple movement patterns.</p> <p>Access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.</p> <p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>They should be able to engage in competitive (against self and against</p>	<p>I know how to vary speed, direction and level within a phase.</p> <p>I know how to work with a partner.</p> <p>I know why I select different speeds, directions, levels and body rotations.</p>	<p>I know I must communication with my group</p> <p>I know that I need to move my body to explore movement.</p> <p>I know I can move at different levels.</p> <p>I know I can move at different speeds.</p>	<p>Introduce a range of four different phrases e.g. creating a sandcastle, swimming in the sea, sunbathing, riding a donkey. Split the class into four groups so they can practise working together to perform these phrases – performing in time with each other. Recap knowledge of different levels of movement during this.</p>



		others) physical activities, in a range of increasingly challenging situations.			Discuss and teach using expression during these different phrases.
5 Practising Complete Dance	<p>Perform dances using simple movement patterns.</p> <p>Access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.</p> <p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>Engage in co-operative physical activities, in a range of increasingly challenging situations.</p> <p>Become increasingly competent and confident</p>	<p>I know how to vary speed, direction and level within a phase.</p> <p>I know how to work with a partner.</p> <p>I know how to practise my performance within a group.</p> <p>I know why I select different speeds, directions, levels and body rotations.</p>	<p>I know I must communication with my group</p> <p>I know that I need to move my body to explore movement.</p> <p>I know I can move at different levels.</p> <p>I know I can move at different speeds.</p>	Work together to put the whole dance sequence together – high and low levels, partner work, group work and phrases – recapping all previously learnt skills.	
6 Performance and Evaluating	<p>Perform dances using simple movement patterns.</p> <p>Access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.</p>	<p>I know how to perform and apply skills and techniques with some accuracy and control.</p> <p>I know why it is important to evaluate my own and others performance.</p>	<p>I know that a performance is to an audience.</p> <p>I know that I must apply previously learnt skills within my dance.</p>	Children are to have time to practise their whole sequence dance.	



		<p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>Engage in co-operative physical activities, in a range of increasingly challenging situations.</p> <p>Become increasingly competent and confident</p>			<p>Split the class into two halves and perform their dance.</p> <p>Children are to discuss:</p> <ul style="list-style-type: none"> • What they have done • What others have done • What they liked about the dance • How the dance could be improved <p>When children are discussing, encourage use of correct terminology.</p>
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